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ABSTRACT

An aid for planning outdoor education for elementary and high school students in the Freeport Public Schools, Freeport, Illinois, this guide is designed to help teachers expand the existing curriculum by integrating outdoor activities in all areas of study. Activities for grades K-6 are organized by location (school ground, neighborhood, community, and educational and recreational facilities beyond the community); activities for grades 7-12 are organized by subject area (art, social studies, language arts, health and physical education, home economics, mathematics, science, and drama and music). The suggested activities are diverse; traditional as well as non-traditional activities are listed. At the kindergarten level suggestions include a walk on the school grounds to gather leaves, a neighborhood walk to practice pedestrian safety rules, and a visit to a construction site. At the seventh grade level suggestions include art projects using natural materials, study of local history and Indian relics, writing skits for campfire entertainment, and constructing a regional map. A separate section lists study units such as geology, weather, and local history and the outdoor activities appropriate to the unit. The guide includes an enumeration of the goals of the outdoor education program and the methods used in program evaluation. (JH)

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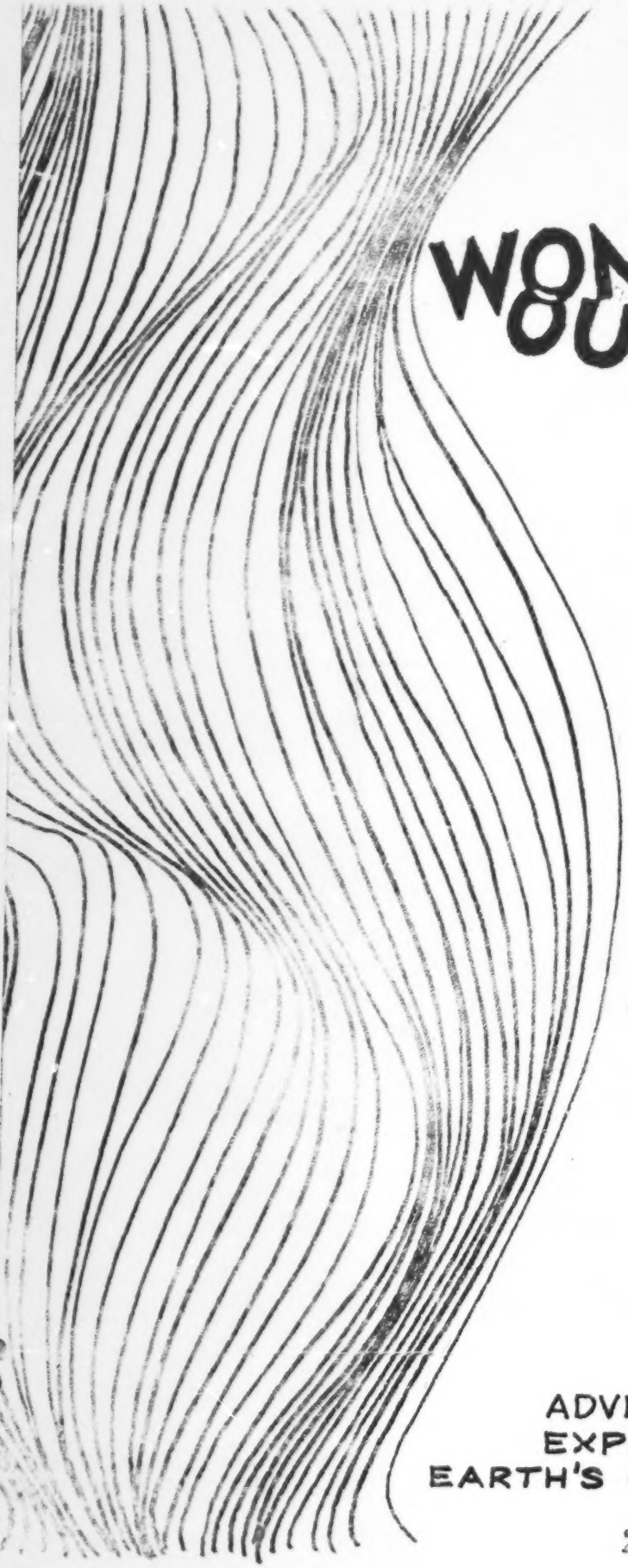

WONDERING OUTDOORS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ADVENTURES AND EXPERIENCES IN EARTH'S OLDEST CLASSROOM

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FREEPORT SCHOOL DISTRICT NO. 145
Freeport, Illinois

OUTDOOR EDUCATION HANDBOOK

INTRODUCTION

This guide is intended as an aid in planning outdoor education activities for students in the Freeport Public Schools.

Much credit for planning and assembling the material goes to Mr. David Lathrop, Chairman of the Outdoor Education Committee. Thanks are expressed to members of the Outdoor Education Committee who gave of their time for the project. Appreciation is expressed to Mr. John Hartog for his leadership during the school year 1972-73 when materials for this booklet were developed.

Reuben Baumgartner
Director Secondary Education

March, 1974

OUTDOOR EDUCATION CURRICULUM COMMITTEE

STATEMENT

Have you ever noticed how a child suddenly comes to life when that final bell of the day rings? Have you watched your students as they leave the building? Now for a period of time they can be outside. Just about every child enjoys the outdoors. We are in a position to increase their enjoyment and knowledge of the outdoors.

The enclosed curriculum guide is meant to be just that. It is proposed as an aid to implement outdoor education activities for your students. As you page through it, you will probably find activities listed in which you and your students have already engaged.

Perhaps a number of you will say to yourselves -- "How about that! I've been doing outdoor ed for years and haven't realized it!"

Others of you will perhaps find this as an aid in planning some activities outside the confines of your classroom for the first time. Perhaps you will find that it will be easy to combine a number of the activities listed during a single outdoor activity.

Hopefully, all of you will find ideas for expanding your curriculum activities--not adding to them--but expanding what you are already doing in the classroom.

Think a moment what it can mean to a child to be able to have the skills to do a variety of things learned from his teachers in the outdoors. Whole new worlds can be opened to him. Maybe that destructive lad in the front seat can learn an appreciation of nature and no longer will see a necessity to break off the little sapling, grind that pretty flower into the ground, or throw rocks at a nest of baby birds.

Maybe the learning of various outdoor activities will help him in the classroom too. It might be worth a try. Give it some thought.

David M. Lathrop
Chairman
Outdoor Education
Curriculum Committee

Members of the Outdoor Education Committee:

David Lathrop - Sandburg
Thomas Kubitz - Jr. High
Betty Mickel - Sandburg
Gary Schurz - Sandburg
Dorothy Salters - Center
William Niles - Douglas
Eloise Manus - Empire
Helen Daws - Jr. High
Sharon Mix - Jr. High
Dale Miner - Sandburg
Jean Lowry - Center
Angeline Reich - Lincoln
Janet Hartman - Sandburg

EDUCATIONAL NEEDS TO BE MET

1. Provide a situation in which the needs of learner are better met through actual experiences.

2. Tie the curriculum closer to the learner's experience.

3. Provide the opportunity for improved human relations and understanding of social living.

4. Provide a wider educational and recreational experience for all children and adults through outdoor education.

5. Provide a meaningful work experience related to the needs of the student.

6. Provide an opportunity to know the outdoors and to offer experiences not possible in the classroom.

7. Provide an opportunity for children to grow in responsibility, independence, and cooperation.

8. Provide an opportunity to learn about, to appreciate, and to understand the need to conserve our natural resources.

9. Provide an opportunity to develop attitudes and skills useful in filling leisure time.

10. Provide a better understanding of the community to the citizen.

11. Provide a wider grass-roots involvement of lay people in educational activities and processes.

12. Create an atmosphere of innovation for teachers.

13. Make learning more of an active rather than passive process.

14. Provide facilities so "first hand" experiences can be gained outside the classroom.

15. Provide an opportunity to better inculcate and perpetuate the values which society believes to be essential for continued existence.

16. Provide an opportunity for the establishment of closer ties within the various schools and within the community.

17. Provide one more type of educational experience in which (a) moral values and ethical principles, (b) spiritual values such as respect for the individual loyalty, (c) good citizenship, (d) wisdom and compassion, (e) judgment and taste can be better cultivated in the individual.

18. Help youth better develop and maintain good health and physical fitness.

19. Help youth understand better the methods of science, its influence, and important aspects of nature and the world of man.

20. Help youth better develop their capacities to appreciate beauty in literature, art, music, and nature.

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OBJECTIVES TO MEET NEEDS

1. Provide opportunities and facilities for educationally sound field trips, hikes, journeys, etc.

2. Give impetus to school gardening plans at the school and at the outdoor facility.

3. Provide some farming experience, or, at a minimum, to insure visits to a farm.

4. Provide professionally qualified personnel in the field of outdoor education to work with teachers and students in the varied subject and activity areas.

5. Develop awareness of the importance of conserving our natural resources which provide us with food, clothing and shelter.

6. Grasp scientific understanding by seeing features of nature in their natural setting.

7. Develop an awareness that all things in nature constantly change.

8. Promote an understanding of the interdependence of various facets of nature.

9. Give students an opportunity to share knowledge and experience with classmates.

10. Encourage good health practice.

11. Develop individual skills for leisure time activities.

12. Develop self-reliance as well as cooperation.

13. Recognize the values of an informal group-living experience.

14. Develop an awareness, appreciation, and affection for nature by emphasizing that the purpose of resource management is to benefit people.

15. Develop a competency and respect among the teaching staff for the values of outdoor education and recreation.

16. Involve the adult community in the skills and benefits of outdoor recreation and education.

17. Achieve the following objectives in relation to their specific subject areas:

    a. Arithmetic

        1) Use standard instruments and measures (compass, ruler, tape, plumb line, gallon, etc.)

2) Apply arithmetic to everyday living.

3) Develop pupils' ability to estimate (distance, time, quantity, etc.)

4) Supply arithmetic skills to outdoor first-hand experience.

5) Involve students in use of math skills in maintenance and construction of camp.

b. Language Arts

1) Write legibly and spell correctly.

2) Express self well in both written and spoken word.

3) Read and interpret correctly.

4) Enrich vocabulary and concepts.

5) Learn how to gesture and how to detect misconceptions.

c. Social Studies

1) Create interest in and understanding of local history.

2) Develop an understanding of democratic procedures and group processes.

3) Create understanding of the relationship between man and his environment.

4) Develop understanding of some of the social-emotional needs of man.

5) Develop understanding of how local government functions.

6) Develop an understanding of the value of resources.

d. Life Sciences

1) Recognize plants and animals and natural communities in local areas.

2) Understand interrelationships of plant and animal life in different environments (habitats) of the local area.

3) Know various methods of seed dissemination.

4) Know uses for different plants and animals.

5) Understand the need for conservation of plant and animal life.

6) Observe first-hand weather and seasonal changes.

e. Earth Sciences and Astronomy

1) Understand general characteristics of rock strata in local areas as they relate to plant, animal, water and human use.

2) Understand history of rock and soil formulation.

3) Study relationship of surface terrain to underlying rock strata.

4) Understand causes, effects, and ways to control erosion and soil fertilization.

5) Recognize major constellations and their relationship to the earth's motion.

6) Understand forces in weather events.

f. Health and Physical Education

1) Develop wholesome mental attitudes and habits.

2) Practice good health habits and safety practices.

3) Plan and practice good use of leisure time.

4) Keep physically fit.

5) Develop awareness of survival and comfort practices in the outdoors.

6) Develop working knowledge of first aid.

g. Arts and Crafts, Music and Drama

1) Explore a variety of media with emphasis on natural materials.

2) Encourage imaginative as well as realistic ideas.

3) Consider art and music as part of everyday living.

4) Develop handiness with common tools.

5) Get everyone involved in activities such as skits or singing to promote fun.

6) Get students involved in decoration and maintenance.

GRADE LEVEL ACTIVITIES

A. Kindergarten

1. School Ground Activities

*a. Gather leaves.

*b. Watch for signs of winter and spring.

*c. Observe, feel, smell, etc., flowers, trees, etc.

*d. Observe animals, their homes, tracks, etc.

2. Neighborhood Activities

*a. "Look and see trips."

b. Practice pedestrian safety rules.

c. Visitations to see and feed pets.

*d. "Appreciation Walk" - to see and appreciate people, flowers, lawns, property, etc.

*e. Observe how blocks, houses, mail boxes, etc., are numbered.

3. Community Activities

a. Visits to construction sites, businesses, etc.

b. Visits to parks, farms, etc.

4. Outdoor Education and Recreational Facilities

a. Day-long visit to do items above (*).

b. Plant shrubs, put fish in ponds.

c. Eat lunch out-of-doors.

B. Grade 1

1. On the School Ground

a. Plant a simple garden and care for it.

*b. Watch insects work.

*c. Observe and identify common birds.

*d. Build bird feeding stations.

2. Neighborhood Activities

   a. Walks to observe kinds of vehicles and their uses.

   *b. Walks to observe cloud formations.

   *c. Walks to observe construction.

   d. Walks to practice pedestrian safety rules.

   *e. Observe and identify common plants and animals.

3. Community

   a. Visit fire station.

   b. Watch trains, traffic, etc.

   c. Visit a business.

   d. Visit parks to identify birds, plants, etc.

   e. Visit a bank.

4. Outdoor Educational Facilities

   a. Visit a zoo.

   b. Ride a bus or train.

   c. Visit to outdoor camp to do above items (*).

   d. Eat lunch at camp and take hike.
   (Approximately ½ day at camp.)

C. <u>Grade 2</u>

1. School Ground

   *a. Study snow flakes.

   *b. Listen to songs of birds.

   *c. Plant shrubs, and flowers.

   *d. Learn to recognize trees, plants, birds, and animals.

   *e. Build feeders and baths for birds

   *f. Garden planting

   *g. Cloud watching and weather talks.

2. Neighborhood

*a. Study trees and shrubs.

*b. Collect leaves and other items for art work.

*c. Bird watching.

*d. Collect feathers and other nature items.

*e. Visit places such as farms, businesses, etc., to extend vocabulary.

3. Community

a. Same as Number 2.

4. Outdoor Education and Recreation Facilities

a. Visit zoo or museum.

b. Visit farm.

c. Trips to camp for hiking, eating lunch and doing above activities.

d. Art hike.

e. Appreciation hike.

f. Nature hike.

g. Plant and animal hike.

D. Grade 3

1. School Ground

*a. Examine soil texture.

*b. Collect cocoons and eggs to hatch in class.

*c. Make snow sculpture.

*d. Observe effects of erosion.

e. Plant and cultivate garden.

*f. List colors found in nature.

*g. Plant trees, shrubs, etc.

*h. Observe clouds and weather.

*i. List known birds, plants, and animals.

2. Neighborhood

*a. Observe decaying trees, rock formations, creeks, gullies, etc.

*b. Observe construction of roads, buildings, etc.

*c. Visit businesses.

d. Repeat of items in No. 1.

3. Community

a. Same as No. 2.

4. Beyond Community and at Outdoor Camp

a. Visit farm.

b. Go to parks.

c. Visit historical sights.

d. Day at camp for hikes and lunch.

e. Repeat of above items 1 and 2.

E. Grade 4

1. On Grounds

*a. Observe and learn to recognize insects.

*b. Make temperature and weather graphs.

*c. Use rain guage.

*d. Make wind vane.

*e. Gather varieties of plants and weeds.

*f. Observe changes in plants and trees during year.

g. Cultivate garden plot.

h. Study effects of different soils on plants.

*i. Dig hole and observe soil layers.

*j. Practice measuring distance by pacing.

*k. Count rings on tree stump.

*l. Study ant colony.

*m. Add to list of known plants, animals, etc.

2. Neighborhood

a. Same as No. 1.

3. Community

a. Same as No. 1.

*b. Study eroded field.

*c. Go to store and buy food for picnic.

*d. Search out rocks.

*e. Gather art material.

4. Outdoor Camp

a. Same as (*) items above, plus a day at camp with lunch and appropriate hikes.

F. Grade 5

1. School Grounds

*a. Collect soil for classroom experiments.

*b. Observe and measure shadows; make sundial.

*c. Construct weather station.

*d. With magnifying glass list all things found in a square foot of ground.

*e Experiment with water evaporation.

*f. Test and develop observation skill in a variety of nature studies.

*g. Collect nature material for art.

*h. Plan and carry out beautification of an area.

*i. Record temperatures in sun and shade.

j. Further identify birds, animals, plants, insects, etc., and talk about their usefulness.

2. Neighborhood

*a. Count and record types of trees.

*b. Make animal track casts.

c. Visit businesses, etc.

d. Same as item 1.

3. Community

a. Same as No. 1 and No. 2.

4. Outdoor Camp

a. All of above items.

b. Day at camp for appropriate hikes.

c. Visit nursery, hatchery, etc.

G. Grade 6

1. School Grounds

*a. Compass use.

*b. Sketching the outdoors.

*c. Scrapbook on plants, animals, etc.

*d. Weather observations and recordings.

*e. Write descriptions of things seen.

*f. Study arithmetic by measuring heights by various methods.

*g. Build stop dams, steps, other conservation items.

*h. Plant and care for trees and shrubs.

*i. Practice judging and pacing distances.

*j. Draw school grounds and building to scale.

*k. Collect insects, parasite life, leaves, marine life, rocks, etc.

*l. Observe ways in which plants and animals help man.

2. Neighborhood

   a. Same as No. 1.

3. Outdoor Educational Facilities

   a. All above (*) items.

   b. Soil testing.

   c. Water purification.

   d. Nature, zoology, geology, history hikes.

   e. Full day at camp.

H. Grade 7

1. Art

   a. Drawing and making things with nature's ingredients.

2. Social Studies - Conservation Study

   a. Indian relics.

   b. Map reading.

   c. Pioneer study.

   d. Local history.

   e. Geology.

3. Language Arts

   a. Take notes in field.

   b. Story telling.

   c. Poems and stories about outdoors.

   d. Camp newspaper.

   e. Oral reports.

   f. Skits and stories for camp fun.

   g. Writing about observations and experiences.

4. Health and Physical Education

   a. Obstacle courses.

b. Caroling, etc.

c. Hiking.

d. various sports.

e. Study of care of the body outdoors.

5. Mathematics

a. Measuring distances and heights.

b. Map making of the area.

I. Grade 8

1. Art

a. Colors in nature.

b. Use of natural ingredients for art.

c. Craft work.

d. Landscape models.

e. Woodcarving.

f. Drawing outdoor scenes.

2. Social Studies and Conservation Study

a. Local history of area.

b. Indian history.

c. Group activities - sharing responsibilities.

d. History of camp.

e. Depletion and restoration of natural resources.

3. Language Arts

a. Writing observations.

b. Poetry and stories.

c. Camp newspaper.

4. Health and Physical Education

a. Recreation - games, etc.

b. Camping skills - archery, boating, rifle, etc.

c. First Aid.

5. Home Economics

a. Prepare outdoor meal.

6. Mathematics

a. Size of acre.

b. Power of tractor.

c. Height of objects (trees, etc.)

d. Building pyramid, triangles, etc.

7. Science

a. Biology studies.

b. Zoology studies.

c. Astronomy.

d. Weather cycles.

J. Grade 9

1. Art

a. Drawing.

b. Craft skills.

c. Landscape models.

d. Wood carving.

e. Rock polishing (natural rocks from camp.)

f. Assist in camp decor.

2. Social Studies

a. Government involvement in Perry Resovoir and outdoor camp.

b. Roll of taxpayers in camp.

c. Group and democratic living skills.

3. Language Arts
   a. Creative writing.
   b. Themes, stories, and records.
   c. Poetry.
4. Health and Physical Education
   a. Boating, fishing, rifle, archery, etc.
   b. Camping skills.
   c. Recreation - obstacle course.
5. Home Economics
   a. Meal preparation.
   b. Interior decoration of facilities.
6. Mathematics
   a. Gravel needed for road.
   b. Building material needed for facilities.
   c. Water flow.
   d. Food needed for meals, etc.
   e. Work with figures in calculating factors related to camp.
7. Science
   a. Soil experiments.
   b. Animal feeding experience.
   c. Erosion tests.
   d. Microscopic studies of insects and water life.
   e. Earth science.
   f. Astronomy.
   g. Biology.
   h. Zoology.
   i. Ecology.

K. Grade 10

1. Art
   a. Same as Grade 9.
2. Social Studies
   a. Group living and activities (vicarious activities).
3. Language Arts
   a. Same as Grade No. 9.
4. Health and Physical Education
   a. Same as Grade No. 9
5. Home Economics
   a. Same as grade No. 9.
6. Mathematics
   a. Use of measuring instruments.
   b. Contour measuring instruments.
   c. Scale map making.
   d. Geometric measurements.
7. Science
   a. Zoology.
   b. Biology.
   c. Astronomy.
   d. Ecology.
   e. Earth Science.
      1. History
      2. Composition
      3. Conservation
8. Drama and Music
   a. Skits.
   b. Music around campfire.

L. Grade 11

1. Art
   a. Same as Grade 9 as related to junior art classes and skills.

2. Social Studies
   a. Camp as related to American History and Kansas History, Pioneers, etc.
3. Language Arts
   a. Same as Grade 9 except activities placed on level of juniors.
4. Health and Physical Education
   a. Same as Grade 9 except camp skills, recreational activities on level of juniors.
5. Home Economics
   a. Same as Grade 9 except for level of involvement.
6. Mathematics
   a. Outdoor problems in Trigonometry, Geometry, and Algebra.
7. Science
   a. Same as Grade 10 except more detailed experiments and studies in all science areas.
   b. Possible independent or small group projects and study.
8. Drama and Music
   a. Skits.
   b. Campfire activities.

M. Grade 12

1. Art
   a. Same as Grade 11, but more advanced work.
2. Social Studies
   a. City, County, State and Federal involvement in campsite.
3. Language Arts
   a. Same as Grade 11, but more advanced work.
4. Health and Physical Education
   a. Same as Grade 11, but more advanced work.
5. Home Economics
   a. Same as Grade 11, but more advanced work.
6. Mathematics
   a. Same as Grade 11, but more advanced work.

7. Science
   a. Same as Grade 10.
      1. Independent study and projects for individuals or small groups.
      2. Activity role in conservation and use of outdoors.
8. Drama and Music Events
   a. Skits.
   b. Campfire activities.

N. Adult Education (Mainly during the summertime)
1. Art and Craft activities.
2. Camping skills for adults.
   a. Possible father-son campouts.
3. First aid classes.
4. Adult education in soil conservation.

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STUDY RELATED ACTIVITIES

A. History Hikes and Classes
   1. Visit old cemetery.
   2. Visit nearby business.
   3. Visit old bridge on road.
   4. Visit farm site.
   5. Visit water sources.

B. Forest and Prairie Hikes
   1. Stream sedimentation.
   2. Forestry procedures.
   3. Forestry products.
   4. Natural areas.
   5. Soil formation.
   6. Natural prairie.
   7. Interdependence of plants.
   8. Trail maintenance.
   9. Use of keys (tree and flower).

C. Pioneer Study and Hikes
   1. Genealogy.
   2. Family as social unit.
   3. Health factors in pioneer home.
   4. Family names.
   5. Social customs of time.
   6. Historical periods.
   7. Indian life and effects.

D. Geology Study and Hikes
   1. Rock classification.
   2. Glacial study.
   3. Erosion.
   4. Fossils.
   5. Geological areas.
   6. Rock collection.
   7. Recent geological activity.

E. Stream and Lake Hike and Study
   1. Geographical terrain.
   2. Plant and animal life.
   3. Map making.
   4. Compass skills.
   5. Laying and following trails.
   6. Estimating distances.
   7. Contours and elevation.
   8. Use of engineering measurement devices.

G. Estimating and Measuring
   1. Distance.
   2. Perimeter.
   3. Height.
   4. Area.
   5. Diameter.
   6. Stream flow.
   7. Math formulas.

H. Fresh Water and Land Ecology
   1. Community survey.
   2. Soil survey.
   3. Interdependency.
   4. Identification (plant and animal).
   5. Seed dispersal.
   6. Growth rates.
   7. Seed collection.
   8. Leaf collection.
   9. Conservation practices.
   10. Land uses.
   11. Stages of development
   12. Balance of nature.

I. Simple Machines
   1. Identification.
   2. Actual use.
   3. Technology.
   4. Modification and combinations.

J. Fire Building
   1. Safety.
   2. Elements.
   3. Methods.
   4. History of fire.

K. Conservation Projects
   1. Build and check dams.
   2. Plant trees.
   3. Thin and trim trees.
   4. Build bridges and steps.
   5. Erosion control
   6. Trail maintenance.

L. Weather
   1. Study and report.
   2. Make forecasts.
   3. Build stations.
   4. Find averages.
   5. Study effects and causes.

M. Astronomy
   1. Use telescope.
   2. Chronometers.
   3. Constellations.
   4. Space exploration.
   5. Legends.
   6. Star facts
   7. Navigation.

N. Arts and Crafts
   1. Sketching.
   2. Whittling.
   3. Prints and casts.
   4. Lapidary
   5. Pioneer games and crafts.
   6. Nature's colors.

O. Evening activities
   1. Barn dance.
   2. Scavenger hunt.
   3. Hayrides or sledding.
   4. Night hike.
   5. Games
   6. Informal dramatics.
   7. Star study.

P. Cook Out
   1. Plan menu.
   2. Prepare meal.
   3. Conservation and safety.
   4. Fire - use and control
   5. Etiquette outdoors.
   6. Health standards.

Q. Camp Log
   1. Take notes.
   2. Outline.
   3. Prose and poetry.
   4. Labels for displays.
   5. Diary keeping.
   6. Creative writing.

R. Community Living
   1. Cooperation
   2. Respect for each other.
   3. Responsibility (individual and group).
   4. Letter writing.
   5. Health and sanitation.
   6. Community services.
   7. Mealtime manners and conversation.
   8. Democratic principles.

S. Sports and Recreation and Camping
   1. Pitch tents.
   2. Obstacle course.

3. Riflery.
4. Fishing.
5. Boating.
6. Archery.
7. Canoeing.
8. Camp procedures.
9. Safety rules.
10. Survival.
11. First Aid.
12. Father-son events.

T. Industrial Arts

1. Draw and design buildings.
2. Draw and design camp area.
3. Draw and design boat docks.
4. Help construct facilities.
5. Work with proper instruments and tools.

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EVALUATION

A. The purpose of our evaluative program will be twofold:

1. To determine the degree to which the objectives of general education and recreation through outdoor education have been achieved.

2. To identify changes in the behavior, attitudes and personality of the child.

B. The following evaluative criteria will be used:

1. Standards set by American Camping Association.

2. Standardized tests.

   a. Achievement Tests--pre-test and post-test comparison.

   b. Attitude Tests.

3. Anecdotal records by counselors and teachers.

4. Student autobiographies about camping experiences.

5. Limited use of sociograms to measure changes during camping experiences.

6. Group evaluations by student and teacher groups concerning experiences.

7. Self-evaluation and individual evaluation by students, parents, and teachers--through weekly academic and social evaluation reports, letters to parents, and rating sheets.

8. Counselor evaluation

   a. Assimilation of students', teachers', and parents' comments.

9. Outdoor Education

   a. Expert evaluation by camping education consultation.

10. Research as an ongoing process to be conducted by the administration, counselors, teachers and outdoor education teachers through their respective areas and with their own instruments.

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